



# Nelson Whitefield Infant School and Nursery Unit

## Inspection Report

**Unique Reference Number** 119179  
**LEA** Lancashire  
**Inspection number** 280482  
**Inspection dates** 17 January 2006 to 18 January 2006  
**Reporting inspector** Mrs Jennie Platt

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Infant	<b>School address</b>	Norfolk Street
<b>School category</b>	Community		Nelson
<b>Age range of pupils</b>	3 to 7		Lancashire, BB9 7SY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01282 612807
<b>Number on roll</b>	227	<b>Fax number</b>	01282 618457
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Carman Stanworth
<b>Date of previous inspection</b>	1 March 2000	<b>Headteacher</b>	Mrs Ethna Cummins

<b>Age group</b> 3 to 7	<b>Inspection dates</b> 17 January 2006 - 18 January 2006	<b>Inspection number</b> 280482
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This average-size school is on two sites, its nursery provision being in a separate building across the road from the pupils in Key Stage 1. It is in an area with high levels of social deprivation and a significant number of pupils take a free school meal. An above average number of pupils are assessed as having additional learning needs. The school has an exceptionally high level (98%) of minority ethnic pupils who are learning through English as an additional language. The school is involved in several national and local initiatives and has achieved a variety of awards, including an arts mark award and a healthy-eating award, and it has Investors in People status. To meet the specific needs of the minority ethnic population, the school strives to provide a rich curriculum and is a leading player in the Creative Partnership initiative.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school and parents correctly believe that this is a good school with some outstanding features. It gives good value for money and most successfully meets the needs of its pupils through the very high quality experiences it provides. Teaching and learning are good and this enables all to achieve well. Provision in the Foundation Stage is good. From a low starting point these children make good progress, although they do not reach the level expected by the end of the reception year. The focus on including pupils of all abilities and needs is excellent. Teachers and support staff are highly skilled at guiding pupils' learning through English as an additional language and at helping those with additional learning needs. Attendance is well below average. A contributory factor is the high number of pupils who visit family in Pakistan during term time. The school is well led and managed. The headteacher provides very strong leadership and is constantly searching for ways to improve the school. This leads to an exciting community where days are never dull. Governors and staff with management roles are well informed but need to extend their monitoring roles and check that identified priorities lead to better standards. The capacity to improve is good.

not applicable

### What the school should do to improve further

- Look for even more ways to impress on parents the importance of regular attendance.
- Extend the monitoring role of governors and subject leaders and check that targets for improvement are linked to raising standards and are measurable.

## Achievement and standards

### Grade: 2

Achievement is good. Children start school with low standards, especially in communication and social skills. The school successfully helps pupils to overcome many barriers to their learning. Not least of these is the limited ability of the vast majority to speak English when they start in the nursery. In response to good teaching, children in the Foundation Stage make good progress, although by the end of the reception class they do not reach the level expected for their age. Results of national assessments in Year 2 have been steadily rising since the last inspection. Last year included more pupils of higher than usual ability and results were above average. Current standards are closer to average but with strengths, especially in mathematics, where they are above average. Progress accelerates in Year 2 as pupils become more confident in English, although many struggle to write imaginatively and to gain full understanding from their reading. Language difficulties are less noticeable in mathematics, and the very practical approach used by teachers leads to high standards. The school now gives more attention to higher attaining pupils and more pupils reach above average standards. Pupils with additional learning needs are supported very well and make

good progress. Several pupils overcome severe barriers to their learning and make outstanding progress.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good. Pupils are valued as individuals and grow quickly in confidence and self-esteem. Relationships are very caring and pupils enjoy school. Most give good attention in lessons, although a few get restless if tasks involve waiting or too much time is spent listening to teachers. Behaviour is good. A few pupils felt others could be too boisterous but were very clear about how to seek help. Pupils say they feel safe and know the importance of keeping healthy. School councillors sensibly represent the opinions of others and recognise the responsibility of living in a community. This awareness spreads to all pupils as they try to help others, such as the victims of the Tsunami and the earthquake in Pakistan. Pupils' good literacy and numeracy skills, combined with their growing confidence to communicate in English, make an extremely positive contribution to their future economic well-being. Despite the school's many initiatives to improve attendance, it remains stubbornly well below average.

Pupils' spiritual, moral, social and cultural development is good. Cultural development is the strongest aspect and pupils are well informed about all cultures present in school. The amazing variety of art displayed alerts visitors to the significant emphasis on learning about famous artists.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. All staff are particularly successful in helping pupils' learning through English as an additional language. Staff speak slowly, use gestures and include translation when necessary. Imaginative use of role play and discussion extends language skills in many subjects. Support for pupils with additional learning needs is also effective. Expert advice is sought so that guidance is well informed and activities are very relevant to pupils' needs. Positive features in lessons include lively methods, use of the interactive white board and challenging tasks that lead to enthusiastic learning. Good teaching in the Foundation Stage includes a focus on practical activities and independent skills. This sets a firm foundation for Key Stage 1. Warm relationships throughout the school lead to well-ordered lessons. Teachers use assessments well and match work well to differing abilities. In mathematics, the grouping of pupils according to their ability contributes to high standards. In some lessons, where the pace is slower or too much time is spent listening, learning is less effective. In the best lessons, teachers tell pupils very clearly what they are to learn and assess this in the conclusion. Occasionally, there is so much going on that pupils do not fully understand the purpose of their tasks.

## **Curriculum and other activities**

### **Grade: 1**

The quality of the curriculum is outstanding in the way it is suited to the needs of its pupils. It is exceptionally broad and rich, and the focus on learning through fun and discussion is highly relevant to the vast majority of pupils, who are learning through English as an additional language. The abundance of first-hand experiences that are both practical and purposeful leads to effective learning. Visits and visitors are a highlight for many pupils and most effectively extend their experiences of the wider world. Involvement in the Creative Partnership initiative provides exciting opportunities to work alongside professionals such as artists, musicians and poets and to work in partnership with other schools and establishments. Literacy and numeracy skills are further extended in other subjects. The school has adjusted the time the school closes to enable pupils who attend mosque to take part in the very wide range of after-school activities. The school has plans to improve the outdoor facilities for the nursery so that more learning can take place out of doors.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of its pupils. It is welcoming and pupils feel safe and secure. Staff know the children and their families very well and are very successful in offering support for those with limited spoken English. This support extends to parents, who say they enjoy coming to school and learning how to help their children. Child protection and health and safety procedures are well established. Thorough introduction to school enables children to settle happily. Staff also carefully smooth the move to junior school. Provision for pupils with additional learning needs is of high quality. Early identification of need and consultation with experts lead to swift and effective help. Very comprehensive assessment systems effectively guide teachers and provide a full picture of each pupil's progress through each year. The school involves the pupils in their learning by setting individual targets. Particularly clear targets for writing give pupils a better picture of how to improve their work in writing than in other subjects.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher's enthusiasm to adopt new ideas is infectious and staff willingly carry out changes that keep the school abreast of current thinking in education.

The school gives all its pupils outstanding opportunities to learn. The school provides exceptionally well for those needing help to communicate in English and also for those with additional learning needs. It is self-critical and consults with many involved with the school, including parents. As a result, it has an accurate view of its many strengths and of its areas to develop. For example, plans are in place to improve outdoor provision for the nursery. The school effectively monitors its performance by analysing assessment

information. Consequently, subject leaders have an informed picture of areas to develop. However, this information could be better used when setting targets in the school's development plan. Targets are not always linked to raising standards and it is not easy to measure success. Governance is satisfactory. The chair and vice chair are regular school visitors and give good leadership. Other governors rely too heavily on information from the headteacher and need to extend their monitoring role.

Strong leadership means the school has gone from strength to strength since the last inspection. It is held in high esteem and, with its committed team, shows good capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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19 January 2006

Dear Pupils

Thank you for the friendly welcome you gave the inspectors when we visited your school. We very much appreciated the way you chatted to us and involved us in your lessons. Your smiling faces made it very clear that you enjoy school.

We liked these things the most:

the way staff help you improve your ability to speak English

activities are very exciting and your teachers make lessons interesting, and you try hard in lessons

although you said some pupils are a little rough when playing, you made it clear that you know help is always available, and we only saw good behaviour

this is a friendly school and you respect your teachers and each other. You also raise lots of money to help others who are in difficulty

the headteacher, staff and governors make sure the school runs smoothly.

We have asked the teachers to look at the following things to make your school and your progress even better:

some of you are not attending as regularly as you should and this does not help your learning the managers of the school set targets to improve your school. We would like these to be linked more to making standards even higher.

We are sure you will continue to enjoy time at school and wish you well for the future.

Best wishes

Mrs J E Platt and Mr D Earley  
(Inspectors)